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ABSTRACT

This document presents succinct guidelines for the general instruction programs of physical education in colleges and universities; it is not intended to cover programs of professional preparation in physical education or programs in the academic discipline of human movement. Its purpose is to increase the understanding of students, faculty, administration, and governing boards concerning the contribution of physical education to the general education of students in colleges and universities. (Author)

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Guide to Excellence for Physical Education in Colleges and Universities

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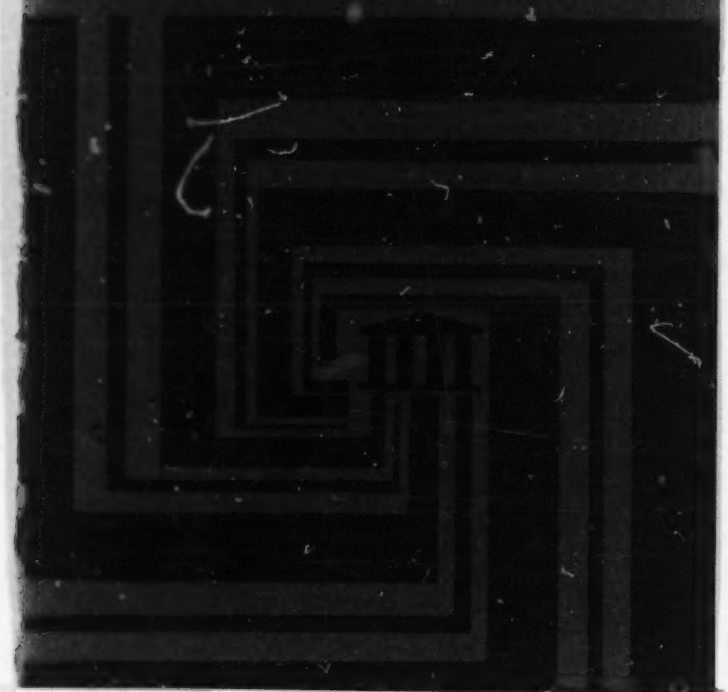

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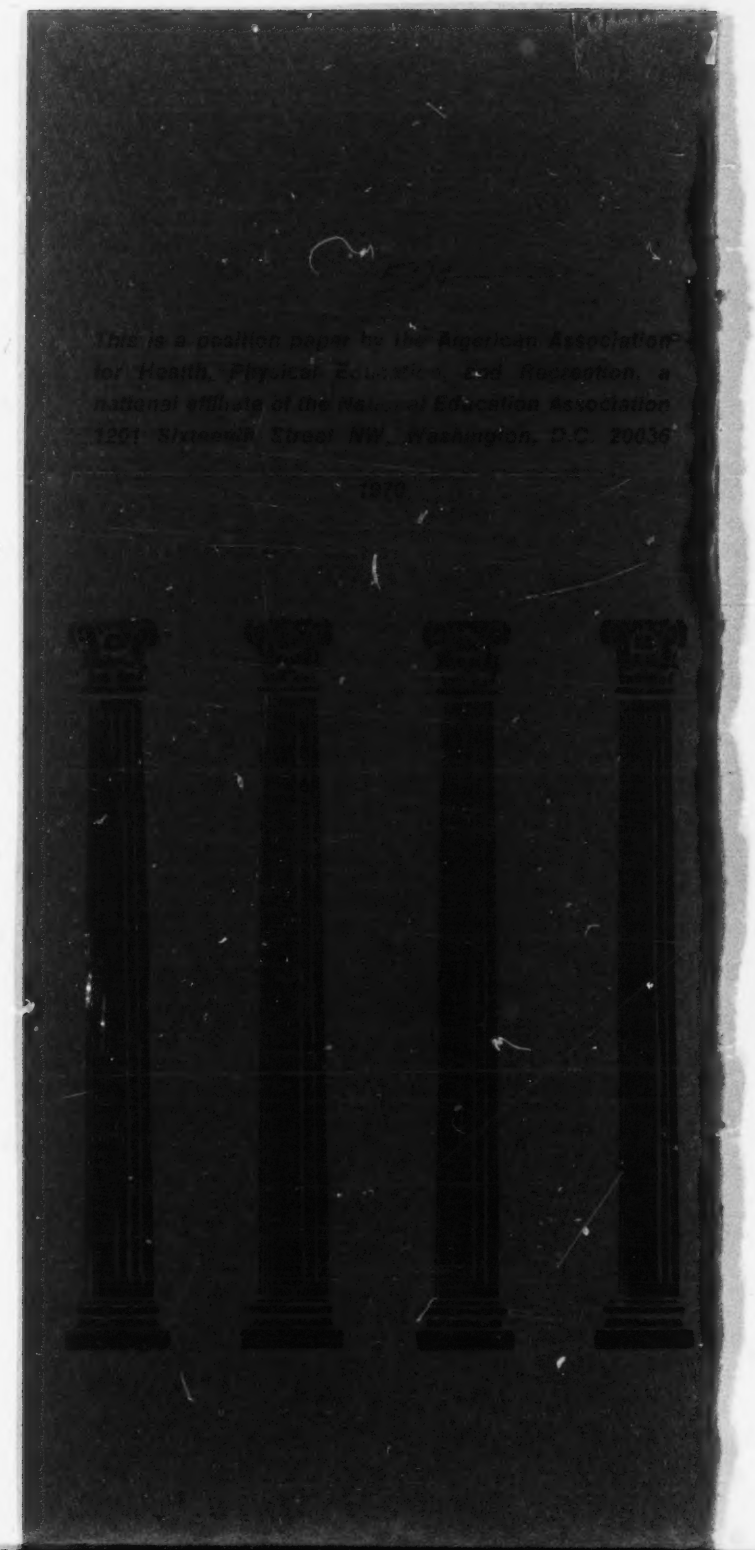

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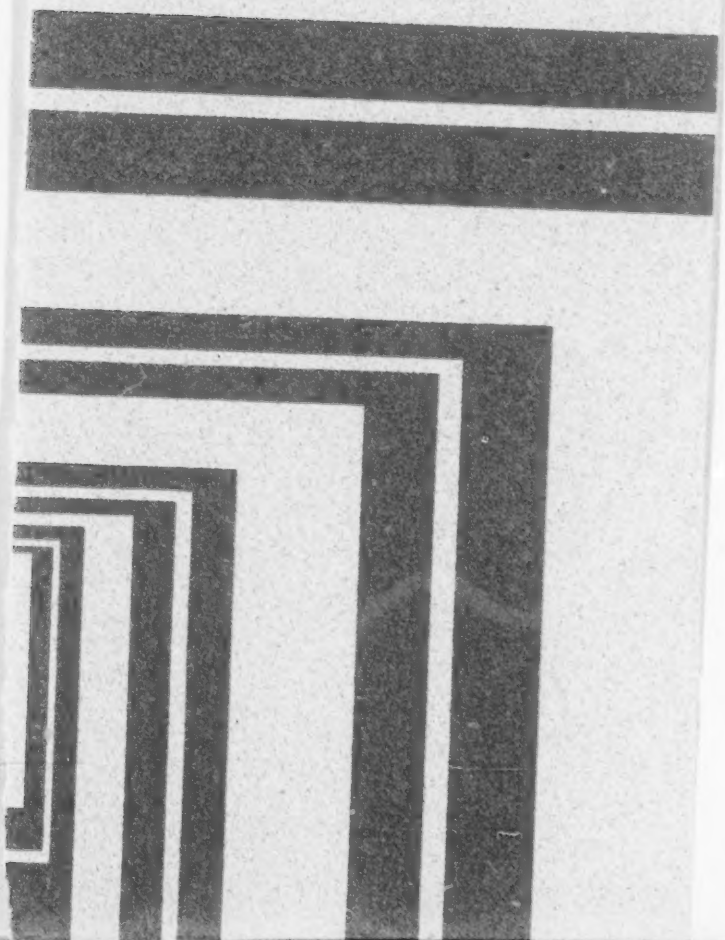
This publication sets forth the official position of the American Association for Health, Physical Education, and Recreation with regard to the development of quality physical education programs in two-year colleges, four-year colleges, and universities. It has been prepared by a committee of the Physical Education Division of AAHPER for use by individuals and groups responsible for general education programs common to all students in institutions of higher learning.

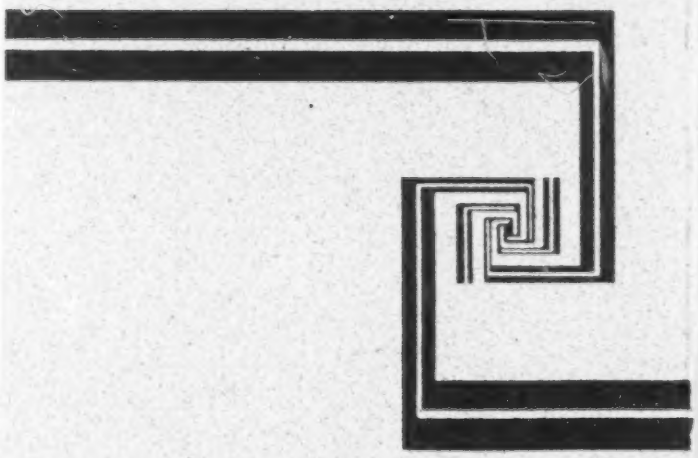
This document presents succinct guidelines for the general instruction programs of physical education in colleges and universities; it is not intended to cover programs of professional preparation in physical education or programs in the academic discipline of human movement. Its purpose is to increase the understanding of students, faculty, administration, and governing boards concerning the contribution of physical education to the general education of students in colleges and universities.

This is an era beset by social and moral conflicts resulting from advanced technology, ecological health problems, the population crisis, increased urbanization, student unrest, and a vast array of other problems emerging from the evolution of American democracy. As some of the age-old college traditions give way to curriculum reform and innovation, that goal of higher education which specifically addresses itself to giving meanings to the life of the student takes on increased dimension and significance.



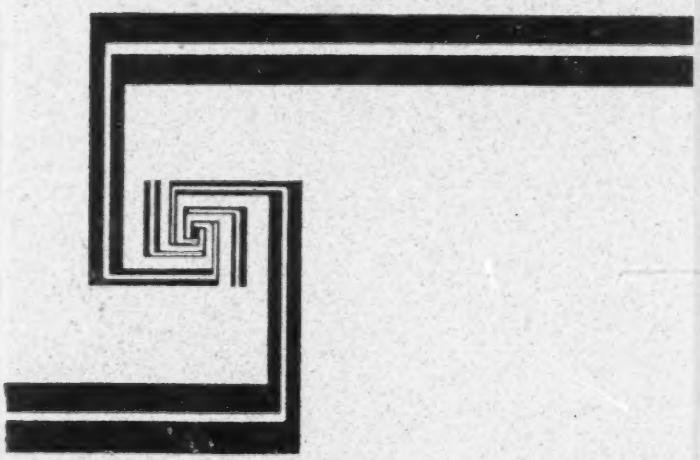
THE COLLEGE STUDENT

The college student searches for relevancy in a rapidly changing world. He seeks to determine his own destiny but has not clearly conceptualized his goals. His life style has been influenced greatly by materialism which is reflected in a changing value system. Technology has increased his awareness and involvement in crucial issues. He continues to seek identity but is often frustrated in his attempts to know himself. The college student needs to harmonize the influence of the past and realities of the present with his aspirations for the future □ The vigorous, self-revealing, expressive nature of physical education activities adds fuller meaning to his life, and his involvement in the educational processes makes a further contribution to his search for identity. His physical behavior is one means of translating the challenges he faces into satisfying and acceptable life patterns.



THE NATURE OF PHYSICAL EDUCATION

Physical education is the study and practice of the science and art of human movement. It is concerned with why man moves; how he moves; the physiological, sociological, and psychological consequences of his movement; and the skills and motor patterns which comprise his movement repertoire □ Through physical education, an individual has the opportunity to learn to perform efficiently the motor skills he needs in everyday living and in recreational activities. He can develop and maintain sound physiological functions through vigorous muscular activity. He may increase the awareness of his physical self. Through expressive and creative activities, he may enhance his aesthetic appreciations □ Physical education provides situations for learning to compete as well as to cooperate with others in striving for the achievement of common goals. Within the media of physical activity, concepts underlying effective human movement can be demonstrated and the influences these have on the individual can be better understood □ Satisfying and successful experiences in physical education should develop in the individual a desire to regularly participate in activity throughout life. Only through enjoyable and persistent participation will the optimum benefits of physical activity be derived.



PROGRAMS

COLLEGES AND UNIVERSITIES should provide instruction in physical education as a part of the general education program.

All students should have the opportunity to participate in physical education experiences of their choice, including such activities as exercise, dance, games, and sports. Professional counsel should be available to assist the students in planning and electing appropriate courses.

Physical education experiences should extend beyond the students' previous learning experiences in both range and depth. These may take the form of scheduled classes, independent study, or tutorial patterns. Students with physical limitations and other special problems should have a program of activity specifically designed to meet their needs.

Physical education policies that pertain to advanced placement, credit by examination, and requirements should take into consideration the institutional philosophy regarding such practices.

GRADING AND CREDITS should reflect sound evaluation procedures and practices of the college or university.

Participation in intramurals, extramurals, and intercollegiate athletics should not substitute for instructional classes in physical education.

Nonphysical education activities (marching band, cheerleading, driver education and safety, civil defense, medical self-help, ROTC and military service, baton twirling, drill teams, pep squads, and similar activities) shall not be accepted in lieu of physical education requirements.

ORGANIZED RESEARCH DESIGNED to improve the quality of the program should be conducted. This research should be directed toward (1) the study of the learning processes, (2) the immediate and long-range effects of physical education upon students, and (3) the effects of safety features, facilities, and equipment upon performance.

LEADERSHIP

Leadership in physical education depends largely upon the ability of the faculty to relate effectively with students.

There should be a sufficient number of professionally qualified faculty members to provide diversified programs of high quality.

Faculty leadership should extend to the development and appraisal of the curriculum, formulation of policies relating to standards, and implementation of procedures relating to the conduct of the programs.

Advisement of students should be an integral part of faculty responsibility and should be conducted on a regular basis.

Assignments of the faculty, including graduate teaching assistants, should be made on the basis of educational background, experience, and teaching competency and should be supported by adequate supervision.

Involvement in research, committee responsibilities, and other duties should be carried on by faculty but not to the detriment of their teaching assignments.

Effective physical education programs reflect active student involvement in the planning and evaluative processes.

Students should assume responsibility and direction for their involvement and should be encouraged and supported by the faculty and the administration.

Student contributions should be solicited in a variety of ways, including course evaluations, organizations, and representation on department committees.

BUDGET

FINANCIAL SUPPORT for the physical education programs should come from the same source as for other instructional programs.

Program needs should determine the amount and allocation of funds.

Budget allocations should represent fairly all segments of the program.

FACILITIES AND EQUIPMENT

THE PHYSICAL EDUCATION PROGRAM requires a variety of facilities and equipment, both indoor and outdoor, e.g., courts, dance studios, fields, gymnasiums, natatoriums, classrooms, conference and independent study areas, and research laboratories.

The relative needs and interests of men and women in the instructional, intramural, extramural, and athletic programs should be recognized in the planning of facilities and the scheduling of their use.

Priorities for the use of facilities and equipment should be so established that the needs of the physical education program (instructional, intramural, extramural, and athletics) can be met. These programs should receive first consideration in deference to other university and/or community activities.

ORGANIZATION AND ADMINISTRATION

DEPARTMENTS OF PHYSICAL EDUCATION should have an organizational structure that clearly identifies all aspects of the program and assures coordination of independent action by such units as physical education, intramurals, extramurals, and intercollegiate athletics.

Policies concerning administrative and organizational management should reflect the educational goals of the program and represent the thinking of those involved in the program. These should be clearly stated and made available to all concerned.

Policies should be established for program development and innovations, for securing faculty, and for facilities renovation.

Class instruction should be of sufficient length and regularity to ensure the attainment of stated objectives.

Minimum and maximum enrollments should be established to assure effective instruction.

Records that are of benefit to students and faculty should be maintained and continuously updated.

Policies and procedures should be developed for the safety and welfare of all participants. These should encompass medical examinations, health classifications of students for activities, first aid, accident reports and records, facilities inspection and supervision, and the use of protective equipment.

For many universities and colleges in the United States, in which athletics are utilized to supplement and foster the education of participants and spectators, it is recommended that physical education and intramural and intercollegiate athletic programs be coordinated through a single administrative unit. However, for those universities and colleges with separate staff and facilities and self-supporting intercollegiate programs, it may be desirable to administer the physical education and the athletic programs through autonomous departments but with highly coordinated relationships.

This position paper sets forth guidelines for the general instruction programs of physical education in institutions of higher learning. Since the value of any educational endeavor is relative to the individuals who participate in it, to the society to which it contributes, and to the times in which it exists, programs must be continuously examined. Fundamental beliefs, stated objectives, and policies-in-practice must be studied and modified as needed in order to remain relevant and functional.

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